

The King's Junior School

Policy on Special Educational Needs (SEN)

1. Introduction

1.1. This policy was reviewed and updated in October 2008.

1.2. The purpose of the policy is to both identify children that have Special Educational Needs (SEN) and also to examine how their needs can be met. The Code of Practice provides practical guidance.

1.3. The aim of the school is to ensure that the needs of each child are met as far as possible, that each child develops to the best of his/her ability. All children will have access to a broad and balanced curriculum differentiated to meet individual needs.

1.4. Whilst all pupils at King's are in the higher quartiles of achievement, we recognise that some children in the Junior School benefit from additional support to reach their full potential.

2 Aims and objectives

The aims and objectives of this policy are:

- to identify, assess and support pupils with special educational needs
- to support teachers in meeting the educational needs of all pupils
- to monitor and evaluate the effectiveness of school-based provision for pupils with special needs
- to identify and facilitate the input of external support services and agencies for these pupils
- to work in partnership with parents and others to ensure that pupils achieve their potential

3 Learning Support Team

3.1. Mrs Dawn Hearne (BA, Med, PG Cert Sp LD, AMBDA) has particular responsibility for Learning Strategies throughout the whole school. She has expertise in dealing with special educational needs in the context of an academic school.

3.2. Mrs Karen Dickson (Hornsby Diploma in the Teaching of Children with Specific Learning Difficulties) is the Learning Support Co-ordinator for the Junior School. She is responsible for:

- liaising with the Headteacher/Director of Studies/Dawn Hearne on matters relating to special needs
- liaising with teachers, support staff and parents on the identification of pupils with SEN and the implementation of appropriate provision for such pupils
- maintaining the Junior School Special Needs Register
- ensuring paperwork and records are kept in good order
- disseminating information and good practice to colleagues and parents
- organising and managing SEN support
- monitoring and evaluating provision and progress of pupils
- manages a range of resources, both human and material, to enable appropriate learning support for pupils with SEN

3.3. Mrs Marian Griffin (B.Ed. Hons SEN) supports in the pupil assessment, planning and implementation of Learning Support.

3.4. Mrs Jill Bestow supports pupils in class (small groups/individual children) through differentiated tasks designed by the class teacher

3.5. Mrs Lydia Hornby and Miss Helen McLintoch are timetabled to offer additional reading support.

3.6. Sister Sue Catherall, school nurse, is the designated Child Protection person (Children Act 1989).

4 Educational inclusion

4.1 We have high expectations of all our pupils and aim to offer an excellent education to all. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

4.2 Teachers respond to children's needs by:

- providing support for children who need help
- planning to develop children's understanding through the use of all their senses and of varied experiences
- helping children to manage their behaviour and to take part in learning effectively and safely

5 Differentiation and Learning Support

5.1 Children with special educational needs have learning difficulties that call for special provision to be made

5.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

5.3 Regular planned assessment of individual children's knowledge and understanding begins when children enter our school. Assessments inform teachers who are able to plan appropriately so that activities are differentiated to support less able and extend more able pupils. Good 'quality first teaching' within the classroom and English and Maths support groups usually provide sufficient learning support for good progress to be made.

5.4 If a pupil requires help additional to, or different from, that provided as part of the school's usual differentiated curriculum, they will be supported through 'School Action'. At this point the pupil's name is entered onto the Junior School special needs register. The class teacher will keep parents informed and draw upon them for additional information. The Learning Support Coordinator will take the lead in further assessments of the child's needs.

5.4 Carefully targeted support, delivered by teachers and members of the Learning Support team is planned for pupils on School Action, to put them back on course to meet or exceed age related expectations.

5.5 The school will liaise with parents of pupils who appear to have significant, specific learning difficulty to secure specialist assessment by external agencies. This may lead to additional strategies or strategies that are different from those used in School Action. This enhanced level of support is called School Action Plus.

5.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

6. Assessment, Recording and Reporting

6.1 We are committed to early identification of needs and all children's progress is tracked through a range of formative and summative assessment processes (6.6.). Pupils with unusual profiles are identified and monitored. The class teacher informs the parents and Learning Support coordinator at the earliest opportunity to alert them to concerns and enlist their active help and participation.

6.2 Pupils identified by the Learning Support coordinator, or referred to her as in need of further investigation, may undertake diagnostic tests to determine the nature and extent of their special educational needs.

6.3 The Learning Support Coordinator works closely with parents and teachers to plan an appropriate programme of support. We record, on an Individual Education Plan (IEP), the strategies used to support pupils at School Action. The IEP shows short-term targets set for the child, and the teaching strategies to be used. It also indicates the planned outcomes. IEPs are reviewed with teachers and parents on a termly basis. Pupils are involved at an appropriate level in setting targets in the IEPs and they are encouraged to make judgements about their own performance against their IEP targets.

6.4 The Learning Support Coordinator maintains a register of pupils with special educational needs detailing names, class, area of concern and specialist learning support.

6.5. A small number of pupils with identified needs such as SpLD, ADHD or Hearing Problems are listed on the whole school SEN Register. Individual Development Programmes, incorporating generic recommendations, are produced and distributed to all staff involved with the pupil. The effectiveness of the IDP is monitored and evaluated by the Learning Support Coordinator working with the pupil and those teaching him or her.

6.6. Assessments and records include:

- NFER reading tests – annual
- Progress in English – annual
- Progress in Maths – annual
- Non-Verbal Reasoning – annual
- Reading and spelling records – updated regularly
- English assessments - termly
- Maths tests – termly
- Behaviour observations and records – when required
- Reports from external agencies
- LASS – when required
- Aston Index diagnostic test for specific learning difficulties – when required
- IEPs/IBPs – termly when required
- Individual Development Programmes – annually as required

7. Use of ICT

A wide range of computer programmes are used to support English and Maths in our School. Additional assessments are made using LASS. Additional spelling support is provided through the use of programmes such as Word Shark and Star Spell.

8. Resources

The Learning Support Coordinator is responsible for identifying learning support resources and for making requests, to the Head teacher, for the necessary funds.

Learning Support resources are located centrally in the Learning Support cupboard and are managed by the Learning Support Coordinator.

9. Future Developments

- Curriculum meeting to develop knowledge and understanding of dyslexia
- Learning Support Coordinator to attend Learning Works Residential Conference